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ABSTRACT

A survey was conducted at Indiana University-Bloomington to provide (1) normative data for identifying common adjustment problems of the first enrollment experience of 265 of the Educational Opportunity Program (GROUPS) students, and (2) student evaluations of potential areas of the program that need administrative attention and/or redesigning. a multipurpose questionnaire, the Progress Conference Survey, was designed to facilitate the individual student conferences with counselor and to obtain information for program evaluation. Attitudes of GROUPS '77 students were assessed in four areas: support services, academic, resident life, and social/personal. Survey results show that GROUPS '77 attitude ranged from most positive to least positive in the following order: social/personal area, support service area, resident life area, and academic area. Academic problems and bad study habits were found to be mainly responsible for the attitude responses to the academic program. The most obvious misunderstandings were about tutors, and University and GROUPS program policies for probation and dismissal. The appendices contain the Progress Conference Survey, the Progress Conference Comment/Referral Sheet, and a label showing the percentage of GROUPS '77 participants responding to each alternative for the attitudinal items. (SPG)

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A Progress Conference Survey: Assessment of The First Enrollment Experience of the Educational Opportunity Program (Groups) Students

INDIANA STUDIES IN HIGHER EDUCATION

NUMBER THIRTY-SIX

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INDIANA UNIVERSITY 1977

A PROGRESS CONFERENCE SURVEY:
ASSESSMENT OF THE FIRST ENROLLMENT EXPERIENCE OF THE EDUCATIONAL OPPORTUNITY PROGRAM (GROUPS) STUDENTS

S. LEELLEN BRIGMAN

INDIANA STUDIES IN HIGHER EDUCATION
NUMBER THIRTY-SIX

BUREAU OF EVALUATIVE STUDIES AND TESTING
DIVISION OF RESEARCH AND DEVELOPMENT
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

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Introduction

In May 1977, the GROUPS* Program and the Bureau of Evaluative Studies and Testing at Indiana University Bloomington (I.U.B.) devised a multi-purpose questionnaire, the Progress Conference Survey. The Progress Conference Survey was designed to facilitate the individual student conferences with counselors and to obtain information for program evaluation. The purposes of the survey in the conference setting were to provide a general overview of a number of areas in which a student might have adjustment problems during the first enrollment and to provide information about a student's specific adjustment problems to enable the counselor to make more appropriate referrals to specialized support services. Programmatically, the purposes of the survey were to provide normative data for the identification of the most common types of adjustment problems of the first-enrollment student and to provide student evaluations of the first enrollment experiences for the identification of areas of the program which may need administrative attention and/or redesigning.

Method

The Progress Conference Survey consists of two major sections: attitude items and knowledge items. The attitude items were further divided according to areas: 1) support services, 2) academic, 3) residence life and 4) personal/social. The students responded to each item on a five point scale of strongly agree to strongly disagree. The knowledge items included questions about the GROUPS' contract, University academic policies and available services. A multiple choice format was used for the knowledge items with alternatives selected to represent the most common misconceptions.

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*GROUPS is a special service arrangement that focuses on providing University level educational opportunity to students who because of socio-cultural and/or economic obstacles would not normally seek admission to I.U.B.

During the eight weeks Summer Session, students were requested to make an appointment with a counselor. When the student arrived he/she was given the Progress Conference Survey and requested to complete all information prior to meeting the counselor in an individual session. In the session the counselor used the survey to quickly identify and explore the area(s) in which the student perceived he/she was having problems in adjusting to I.U. The student's response to the knowledge items on the survey provided the counselor the opportunity to inform and correct any misconceptions the student may have held about the University and the GROUPS Program.

When the Progress Conference was completed, the counselor returned the survey and a referral form to the GROUPS office. Follow-ups were made by the GROUPS staff when a counselor's referral indicated that the student required further assistance or had a serious problem that needed immediate attention. (See Appendix for Survey and Referral Form.)

Results

During Summer Session 1977, two hundred and sixty-five (265) GROUPS students were interviewed and the surveys were returned to the GROUPS office. To summarize the attitudes of GROUP'77 students during their first enrollment at I.U., the median* and semi-interquartile range (Q)+ for each attitudinal item on the Progress Conference Survey were obtained. Tables 1-4 present the results of this analysis. Each table presents the results of the responses to one of the attitude areas in the Progress Conference Survey. The table of percentages responding to each alternative for an item is in the Appendix.

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*The median is the point on the scale where 50 percent of the responses are above and 50 percent of the responses are below.

+The semi-interquartile range is a measure of the variability of the responses to an item.

Table 1

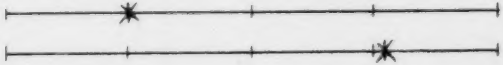
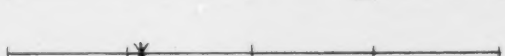
Attitudes Toward Support Services Items
on CROUP '77 Progress Conference Survey

STATEMENTS	SA	A	N/A	D	SD	MEDIAN (Q)
I learned a lot during the Rap Session at Campus Visitation.....						4.0 (.44)
I needed more time with the people who were at the Groups Area Visitation Program.....						3.1 (.90)
There was too much information presented during the Groups Area Visitation Program....						2.1 (.54)
The Groups staff cares about me.....						4.1 (.46)
I need the courses I was advised to take.....						3.9 (.78)
The Groups staff should not work with the students beyond the Freshman year.....						1.5 (.60)
My academic advisor explained the courses I have to take for my major.....						3.8 (.85)
I feel comfortable to talk with a person on the Groups staff about personal problems.....						3.7 (.78)
I would like more information about career choices.....						4.1 (.56)

SA=Strongly Agree A=Agree N/A=Neutral or does not Apply D=Disagree SD=Strongly Disagree

Table 3

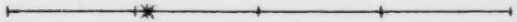
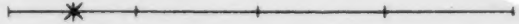
Attitudes Toward Residence Life Items
on GROUP '77 Progress Conference Survey

STATEMENTS	SA A N/A D SD	MEDIAN (Q)
I feel comfortable talking with my Resident Assistant (R.A.) about any problems.....		4.3 (.64)
I do <u>not</u> like the present visitation policy in the residence halls.....		2.3 (.79)
I like having a roommate.....		3.7 (1.04)
I learned a lot about the University and its services in the Rap Session(s) with my Resident Assistant (R.A.).....		4.0 (.45)
The dorm cafeteria has good food.....		1.9 (.89)
My Resident Assistant should be more strict about enforcing dorm rules.....		2.0 (.59)
I would like to change roommates.....		2.1 (.81)
I am <u>not</u> pleased with the variety of food offered by the dorm cafeteria.....		3.9 (1.09)
My roommate is considerate of me.....		4.0 (.55)
The noise in the dorm bothers me when I am studying.....		2.4 (1.06)

SA=Strongly Agree A=Agree N/A= Neutral or Does not Apply D=Disagree SD=Strongly Disagree

Table 4

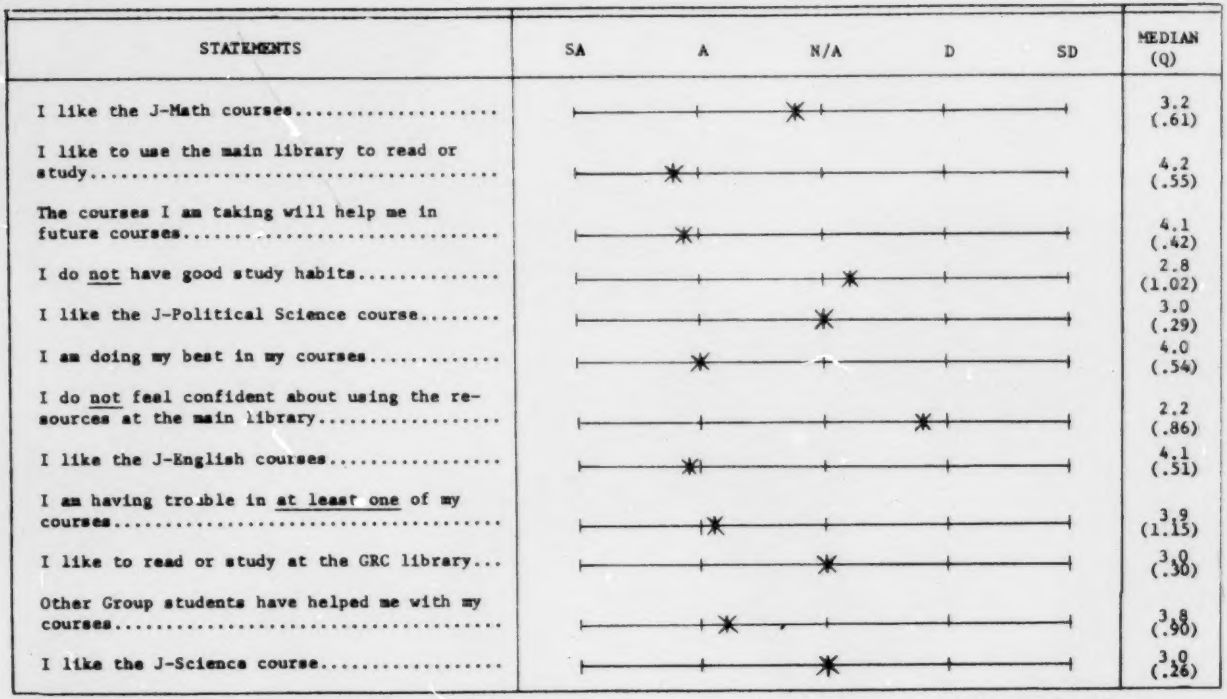
Attitudes Toward Personal/Social Items
on GROUP '77 Progress Conference Survey

STATEMENTS	SA A N/A D SD	MEDIAN (Q)
The summer program has a good variety of social activities.....		4.1 (.88)
I miss being with my family and friends.....		3.9 (.88)
I like the social activities at my dorm.....		3.9 (.41)
At times, I have been so homesick that I have thought of transferring to a university closer to home.....		2.0 (.82)
I feel comfortable talking to other Group students about my personal or academic problems.....		3.8 (.66)
I like the social activities included in the Groups Program.....		4.1 (.36)
I feel accepted by other Group students.....		4.1 (.39)
My friends want me to take part in informal social activities instead of studying.....		2.3 (.80)
I have thought about quitting school.....		1.5 (.67)
I have several new friends in the Groups Program.....		4.4 (.53)
Other Group students keep me from doing my best in my courses.....		1.8 (.51)
My parents have continually encouraged and supported my attending I.U.....		4.5 (.60)

SA=Strongly Agree A=Agree N/A=Neutral or does not apply D=Disagree SD=Strongly Disagree

Table 2

Attitudes Toward Academic Items
on GROUP '77 Progress Conference Survey


STATEMENTS
SA
A
N/A
D
SD
MEDIAN (Q)
I like the J-Math courses..... 3.2 (.61)
I like to use the main library to read or study..... 4.2 (.55)
The courses I am taking will help me in future courses..... 4.1 (.42)
I do not have good study habits..... 2.8 (1.02)
I like the J-Political Science course..... 3.0 (.29)
I am doing my best in my courses..... 4.0 (.54)
I do not feel confident about using the resources at the main library..... 2.2 (.86)
I like the J-English courses..... 4.1 (.51)
I am having trouble in at least one of my courses..... 3.9 (1.15)
I like to read or study at the GRC library... 3.0 (.30)
Other Group students have helped me with my courses..... 3.8 (.90)
I like the J-Science course..... 3.0 (.26)

SA=Strongly Agree A=Agree N/A=Neutral or Does not Apply D=Disagree SD=Strongly Disagree

Table 1 provides a summary of attitudes toward the support services. The students agreed that they "learned a lot from the Rap Sessions at Campus Visitation," "the Group staff cares about" them, and that they "would like more information about career choices." The greatest consensus of attitudes was on the former two items. The greatest diversity of responses was elicited by the items on "time" at Area Visitation and the academic advisor's explanation of courses required for specific majors. The students disagreed to strongly disagreed with the statement that "Groups staff should not work with the students beyond the Freshman year."

Table 2 summarizes the attitudes of GROUP '77 toward the academic programs. The students agreed with the statement about "liking" to use the main library to read or study and that they felt comfortable to use the resources in the library. Three items had medians in the neutral/not applicable category; these items also had the smallest variability (Q) of responses. This is because of the small number of students who take the special courses in political science (J132) and science (J150) and because the Graduate Resident Center (GRC) library was not open for the Summer Semester. The items which elicited the greatest diversity of attitudes were the ones that dealt with "good study habits" and "trouble in at least one course."

A summary of the attitudes toward residence life is found in Table 3. The most positive attitudes were to the statement about "talking" with the Resident Assistant (R.A.) while the most negative attitudes were toward the quality of the food in the dormitory. The greatest consensus of attitudes was on the information gained in rap sessions and the greatest diversity of attitudes was found on "variety of food in the dorm," "noise in the dorm" and "having a roommate."

Table 4 summarizes attitudes about the social and personal areas of adjustment. During the Summer Semester students felt most strongly about not "quitting school" and "about parents supporting their attending I.U." The greatest diversity in attitudes was on the "variety of social activities" and missing "one's family." The greatest consensus of attitudes was on

Table 5

Distribution of Cumulative Grade Point Averages (CGPA) Earned by GROUP '77 Students for Summer Semester 1977

Cumulative GPA	Number of Students	Percentile Rank
4.00	11	98
3.60-3.99	20	92
3.20-3.59	55	78
2.80-3.19	54	57
2.40-2.79	58	36
2.00-2.39	39	18
1.60-1.99	7	9
1.20-1.59	8	6
0.80-1.19	9	3
0.40-0.79	1	1
0.00-0.39	3	1

CGPA: Mode 3.00
Median 2.88
Mean 2.76

GPA Hours: Range 3-12
Median 8.6

Sex:	n	percent
Males	104	39
Females	161	61
Total	265	

Total Hours: Range 5-12
Median 9.1

"liking the GROUP social activities" and "feeling accepted by other GROUPS students."

At the end of the Summer Session the academic success of the GROUP '77 students was determined. From the computerized student data files (Data Systems and Services) the following information was obtained: sex, cumulative grade point average (CGPA), course credit hours on which GPA is computed (GPA hours), and total hours for summer semester. Table 5 provides a summary of the students information at the end of the 1977 Summer Session.

Examining Table 5 we find a notable change in the proportion of males and females in GROUP '77 compared to the previous years when it has been more equally divided among females and males. Also there may be some questions about the distribution of CGPAs. Are the summer grades for GROUP '77 inflated in comparison to other students? If there is any inflation of summer grades, could it be creating unrealistically high expectations for grades for subsequent semesters?

The next step in the analysis was to determine which of the attitude items on the Progress Conference Survey were most sensitive to academic problems. Since CGPA was positively correlated with total number of hours, only the 253 students who had seven or more total hours were included in this part of the analyses. With this restriction, students who obtained CGPAs in the top 25 percent (CGPA $\geq$ 3.33) of the summer grades were defined as the "highest" CGPA group. The students who obtained CGPAs in the bottom 25 percent (CGPA $\leq$ 2.33) of the summer grades were classified as the "lowest" CGPA group.

The adjustments to college may be different for men and women. Thus, the 'highest' and 'lowest' CGPA groups were subdivided according to sex of the student. Responses to each attitude item were analyzed to determine if the following group significantly differed: (1) males in the 'lowest' CGPA group, (2) females in the 'lowest' CGPA group, (3) males in the 'highest' CGPA group, and (4) females in the 'highest' CGPA group. Table 6 presents the items on which the four groups

Table 6

Attitude Items to which Significantly Different Responses were made by the Four Groups

Statement	Categories*	Lowest CGPA Males (N=29)	Lowest CGPA Females (N=36)	Highest CGPA Males (N=23)	Highest CGPA Females (N=43)
I do not have good study habits	SA-A-N/A	72	58	30	37
	D-SD	28	42	70	63
I like the J-Political Science Course	SA-A	7	3	22	9
	N/A-D-SD	93	97	78	91
I am doing my best in my courses	SA	7	28	22	33
	A-N/A-D-SD	93	72	78	67
I like the J-English Course	SA	14	42	35	19
	A-N/A-D-SD	86	58	65	81
I am having trouble in at least one of my courses	SA	52	50	10	14
	A-N/A-D-SD	48	50	90	86
Other GROUP students have helped me with my courses	SA	10	28	9	5
	A-N/A-D-SD	90	72	91	95
I miss being with my family	SA	17	39	17	37
	A-N/A-D-SD	83	61	83	63
My friends want me to take part in informal social activities instead of studying	N/A-A-SA	55	33	48	23
	D-SD	45	67	52	77

* SA=STRONGLY AGREE A=AGREE N/A=NEUTRAL OR DOES NOT APPLY D=DISAGREE SD=STRONGLY DISAGREE

significantly differed* in their responses. The numbers in Table 6 are the percentages within each group responding above or below a grand median.

Table 6 provides information as to how the "lowest" and "highest" groups of males and females responded to the attitude items. Both the lowest CGPA males and females tend to respond in the neutral to strongly agree categories to the statement "I do not have good study habits." Also, the lowest CGPA groups tend to strongly agree with the statement "I am having trouble in at least one of my courses." When compared to the other three groups three to five times as many of the females in the lowest CGPA group strongly agreed with "other GROUP students have helped" them in their courses. Females with the lowest CGPAs and males with the highest CGPAs tend to strongly agree with "I like the J-English course." Also, males in the highest CGPA group tend to strongly agree to "I like the J-Political Science course." Thirty-three (33) percent of the females in the highest CGPA group strongly agree that "I am doing my best in my courses" while only 7 percent of the lowest CGPA males strongly agree to this statement. For the last two items in Table 6 we find traditional sex role responses; females tend to miss their families and males tend to feel more pressures to take part in informal social activities.

To examine the GROUP '77 responses to the knowledge items on the Progress Conference Survey, the percentage of the 265 (total) students and of the four groups used in the previous analyses responding to each item alternative was obtained. Table 7 presents the results of this analysis. An asterisk (*) by an alternative indicates that it was the incorrect alternative that had the highest percentage response, i.e., the most common misconception. From the analyses of the knowledge items on the Progress Conference Survey we find that the following four areas are most poorly understood: (1) under what circumstances tutors are available, (2) University probation policies, (3) University dismissal policies, and

*A median test was performed of each of the attitudinal items in the Survey. The significance level was set at $\alpha = .10$.

Table 7

Percentage Responses to Knowledge Item Alternatives

Stem Alternatives	Lowest CGPA Males (N=29)	Lowest CGPA Females (N=36)	Highest CGPA Males (N=23)	Highest CGPA Females (N=43)	Total (N=265)
The reason I am at I.U. is to get:					
some college	3.4	2.9	-	-	1.5
one year in the Groups Program	-	2.9	-	4.7	1.5
two years at I.U. - Bloomington	-	2.9	-	-	1.1
*financial aid to attend college	3.4	5.7	8.7	7.0	4.8
a four year degree from I.U.	93.1	85.7	91.3	88.4	91.1
Regular class attendance is:					
expected in J courses	-	5.7	4.3	2.3	3.7
required in all courses	79.3	74.3	78.3	83.7	82.3
preferred in three hour courses	-	2.9	-	2.3	1.1
not required in some courses	-	2.9	-	-	0.4
up to individual's choice	13.8	5.7	4.3	4.7	4.4
*necessary when the instructor requires it	6.9	8.6	13.0	7.0	8.1
As a Group student I:					
*must live in university housing as long as I attend I.U.	-	8.8	4.3	-	1.9
may move to an apt. if my grades are above 2.50	-	-	-	-	.4
may move off-campus after one semester	3.4	2.9	-	-	.7
must live in university housing until I am certified by the University Division	3.4	5.9	-	2.3	1.5
must live in univ. housing for at lease 1 year	93.1	82.4	95.7	97.7	95.6
The University considers me a Group student until:					
*my sophomore year	13.8	19.4	21.7	16.7	18.5
I graduate	69.0	63.9	69.6	64.3	64.6
I complete 26 credit hours	13.8	8.3	-	4.8	6.3
I certify to an upper division	-	2.8	8.7	2.4	3.7
I decide I don't need their services	3.4	5.6	-	11.9	7.0
Group students:					
*receive the same services available to any other student	24.1	20.0	4.3	16.3	15.2
receive extra services not available to other students	69.0	62.9	91.3	79.1	77.7
receive financial aid	6.9	11.4	4.3	2.3	5.2
have a free ride	-	-	-	-	.4
are not expected to meet regular academic requirements	-	5.7	-	2.3	1.5

Stem Alternatives	Lowest CGPA Males (N=29)	 Females (N=36)	Highest CGPA Males (N=23)	 Females (N=43)	 Total (N=265)
Tutors are available:					
for all J courses	31.0	26.5	43.5	39.5	34.5
* when I make below a C on any test in any course	37.9	38.2	34.8	41.9	39.3
for any non-J course	10.3	5.9	4.3	7.0	8.6
if I feel I am going to fail the final exam in a course.	20.7	29.4	17.4	11.6	17.6
Other than my academic advisor, the best place to seek information/assistance about deciding what career I want to choose is:					
Counseling and Psychological Services	7.1	8.8	8.7	7.5	9.4
Dean Terry's office	3.6	5.9	4.3	7.5	5.7
* the University Division	14.3	17.6	13.0	10.0	12.1
the Career Center	75.0	67.6	73.9	75.0	72.9
If I am contacted by any persons with the University about an appointment or meeting, I:					
* may schedule the appointment at my convenience	20.7	28.6	8.7	2.3	13.7
must schedule the appointment as soon as possible	13.8	11.4	8.7	9.3	12.2
must be there at the scheduled time	62.1	60.0	78.3	83.7	71.6
can cancel the appointment if something comes up.	3.4	-	4.3	4.7	2.6
do not have to call if I cannot make it	-	-	-	-	-
I will not be on academic probation at the end of a semester if my grade point average (GPA) is above:					
1.00	3.4	11.1	-	7.0	5.9
1.50	-	22.2	8.7	2.3	7.4
2.00	75.9	38.9	82.6	60.5	63.1
* 2.50	20.7	27.8	8.7	30.2	23.6
I can pledge a sorority/fraternity or join a Greek interest group:					
if I am not on academic probation	-	-	-	2.4	.4
during spring semester	-	2.9	-	-	.4
if my GPA is above 2.00	-	-	4.3	2.4	1.5
during my second year at I.U	93.1	85.7	95.7	95.2	94.1
any time I am rushed	-	-	-	-	.4
* with permission of the Groups staff	6.9	11.4	-	-	3.3

Stem Alternatives	Lowest CGPA Males (N=29)	Lowest CGPA Females (N=36)	Highest CGPA Males (N=23)	Highest CGPA Females (N=43)	Total (N=265)
I will be dismissed from the University if GPA for:					
✱ any semester is below 2.00	51.7	31.4	54.5	58.5	50.7
all semesters is below 2.50	6.9	17.1	-	12.2	8.6
any semester is below 1.00	34.5	42.9	27.3	22.0	30.2
any semester is below 1.50	8.6	8.6	18.2	7.3	10.4
As a Group student I:					
can take as many hours as I want	10.3	5.7	13.0	7.0	5.5
✱ may choose to take less than 12 hours	17.2	14.3	-	2.3	8.5
am required to take a specific course load	69.0	71.4	73.9	90.7	80.1
can take more than my advisor recommends	3.4	8.6	13.0	-	5.9
My financial aid was:					
✱ more than I expected	33.3	17.1	23.8	19.0	20.9
less than I expected	11.1	20.0	19.0	21.4	16.7
the amount I expected	29.6	54.3	42.9	45.2	47.7
not enough to cover expenses	25.9	9.6	14.3	14.3	14.7
To withdraw from I.U., I:					
can go home and call the Groups staff	6.9	-	-	4.9	3.0
✱ must notify my advisor within two weeks	13.8	26.5	8.7	7.3	13.9
must inform my instructors	6.9	2.9	-	-	2.2
can ask my roommate to withdraw me	3.4	-	-	4.9	1.9
must complete formal withdrawal forms	69.0	70.6	91.3	82.9	79.0
If I do not live up to my contract with the Groups Program, I will:					
lose my financial aid	-	-	4.3	-	.7
✱ be dismissed from the University	44.8	37.1	34.8	34.9	33.6
be interviewed by Dean Terry	3.4	9.6	-	2.3	3.3
be dismissed from the Groups Program	51.7	54.3	60.9	62.8	62.3
To receive full financial aid I must:					
take a minimum of two courses a semester	3.4	5.6	-	-	2.6
take at least 12 hours a semester	82.8	61.1	86.4	83.7	79.2
have no requirements as to the number of hours I take	3.4	11.1	4.5	9.3	7.8
✱ take a minimum of nine hours	10.3	22.2	9.1	7.0	10.4

(4) consequences of GROUP's contract violations. The GROUP '77 student is most knowledgeable about (1) University housing requirements, (2) fraternity/sorority membership and (3) degree goals at I.U. specified in the GROUPS contract. Each of the alternatives with an asterisk is the most common misconception held by GROUP students. These alternatives could be used in a comparison to the correct information when informing students about the requirements of the program at I.U.

Table 8 summarizes the information from the counselors' referral sheets. When compared to other areas, a much higher percentage of students was referred for academic problems. The social/personal problems were the second most frequent type of problem referred to the GROUPS office.

Summary

The Progress Conference Survey provides a counselor with a quick method of determining the most critical problems a GROUP student has in adjusting to I.U. during the first semester of enrollment. It provides the GROUPS program staff with detailed information for referring students to specialized support services. The survey also provides the University with information about the attitudes and knowledge of the first enrollment GROUPS students.

Attitudes of GROUPS '77 students were assessed in four areas: (1) support services, (2) academic, (3) resident life, and (4) social/personal. Combining responses to the items in each area we find that GROUPS '77 attitudes ranged from most positive to least positive in the following order: social/personal area (4.02)*, support services area (3.93), resident life area (3.78) and academic area (3.45).

Since the least positive attitudes were toward the academic program, we examined the items and found that two items were mainly responsible for the attitude responses to the academic program, i.e., "I am having trouble in at least one of my courses" and "I do not have good study habits."

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*Medians & Q's were computed on combined responses to all items in an area. The responses were reversed for negatively stated items.

Table 8

Percentage and Type of Referral Recommendation for Each Survey Area

Area Referral	Lowest CGPA Males	 Females	Highest CGPA Males	 Females	Total
Support Services					
No evidence of problem	59.3	63.9	60.9	57.1	69.4
Minor problem	33.3	22.2	34.8	35.7	24.3
Problem	7.4	11.1	4.3	7.1	5.6
Serious problem	-	2.8	-	-	0.7
Academic					
No evidence of a problem	28.6	14.3	65.2	61.9	42.6
Minor problem	39.3	40.0	30.4	31.0	37.0
Problem	28.6	40.0	4.3	7.1	17.8
Serious Problem	3.6	5.7	-	-	2.6
Residence Life					
No evidence of problem	74.1	61.1	69.6	63.4	67.8
Minor problem	22.7	30.6	26.1	34.1	25.8
Problem	3.7	8.3	4.3	2.4	4.9
Serious problem	-	-	-	-	1.5
Personal/Social					
No evidence of problem	67.9	60.6	82.6	59.5	68.7
Minor problem	21.4	21.2	13.0	28.6	22.3
Problem	10.7	9.1	4.3	11.9	6.8
Serious problem	-	9.1	-	-	2.3
Contract/Requirements					
No evidence of problem	44.4	41.2	68.2	64.3	64.9
Minor problem	48.1	50.0	31.8	35.7	32.5
Problem	7.4	5.9	-	-	1.9
Serious problem	-	2.9	-	-	0.8

The greatest consensus of attitudes was toward the social/personal area (.534)* and the greatest diversity of attitudes was toward the resident life area (.919). An examination of the items in the residence life area found the greatest diversity of attitudes was toward the "variety" of dormitory food, noise in the dormitory and having a roommate.

In examining the knowledge items it was found that the most obvious misunderstandings were about tutors, and University and GROUPS program policies for probation and dismissal. In combination with academic concerns, the students' awareness and understanding of when tutors are available is critical. In each item dealing with University and GROUPS program policies, the students' misconceptions were toward a more stringent policy than is the practice. For example, 51 percent of GROUPS '77 thought they would be dismissed from the University if their GPA for any semester was below 2.00 when in fact the correct response was 1.00. This type of misconception toward more stringent requirements may be producing more anxiety than is academically productive.

In conclusion, the responses of GROUPS '77 to the Progress Conference Survey indicates that the attitudes toward adjustment during the first enrollment are positive in most areas. However, the possibility of grade inflation in the summer curriculum, students' concern about success in courses and lack of study skills, misconceptions about academic standards and availability of tutors, and the percentage of referrals for follow-ups dealing with academic problems indicate the major problem for GROUPS students during the first enrollment is academic. Specific program evaluations of the summer curriculum and evaluations of the total academic program for the first-enrollment student is most definitely needed.

The Progress Conference Survey is a useful tool in the individual session and indications are that a repeat of the Progress Conference Survey during the first year of enrollment and subsequent years may provide some additional information as to the changing demands on the GROUPS students.

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*Medians & Q's were computed on combined responses to all items in an area. The responses were reversed for negatively stated items.

APPENDIX A

PROGRESS CONFERENCE SURVEY

NAME _____ DATE _____

R.A. _____ ACADEMIC ADVISOR _____

We are very interested in how you are adjusting to I.U. and your attitudes and opinions about the program. Your response to this survey will help us better meet your needs. It is important that you respond to all statements.

DIRECTIONS: For each of the following statements indicate (please circle) the response that you feel most accurately reflects your attitude/opinion.

STRONGLY AGREE with the statement.....SA
AGREE with the statement..... A
NO opinion or does not apply.....N/A
DISAGREE with the statement..... D
STRONGLY DISAGREE with the statement.....SD

	STATEMENTS	Strongly Agree	Agree	N/A	Disagree	Strongly Disagree
SUPPORT SERVICES	I learned a lot during the Rap Session at Campus Visitation.....	SA	A	N/A	D	SD
	I needed more time with the people who were at the Groups Area Visitation Program.....	SA	A	N/A	D	SD
	There was too much information presented during the Groups Area Visitation Program....	SA	A	N/A	D	SD
	The Groups staff cares about me.....	SA	A	N/A	D	SD
	I need the courses I was advised to take.....	SA	A	N/A	D	SD
	The Groups staff should not work with the students beyond the Freshman year.....	SA	A	N/A	D	SD
	My academic advisor explained the courses I have to take for my major.....	SA	A	N/A	D	SD
	I feel comfortable to talk with a person on the Groups staff about personal problems.....	SA	A	N/A	D	SD
	I would like more information about career choices.....	SA	A	N/A	D	SD

	STATEMENTS	Strongly Agree	Agree	N/A	Disagree	Strongly Disagree
ACADEMIC	I like the J-Math courses.....	SA	A	N/A	D	SD
	I like to use the main library to read or study.....	SA	A	N/A	D	SD
	The courses I am taking will help me in future courses.....	SA	A	N/A	D	SD
	I do <u>not</u> have good study habits.....	SA	A	N/A	D	SD
	I like the J-Political Science course.....	SA	A	N/A	D	SD
	I am doing my best in my courses.....	SA	A	N/A	D	SD
	I do <u>not</u> feel confident about using the resources at the main library.....	SA	A	N/A	D	SD
	I like the J-English courses.....	SA	A	N/A	D	SD
	I am having trouble in <u>at least one</u> of my courses.....	SA	A	N/A	D	SD
	I like to read or study at the GRC library...	SA	A	N/A	D	SD
	Other Group students have helped me with my courses.....	SA	A	N/A	D	SD
	I like the J-Science course.....	SA	A	N/A	D	SD
RESIDENCE LIFE	I feel comfortable talking with my Resident Assistant (R.A.) about any problems.....	SA	A	N/A	D	SD
	I do <u>not</u> like the present visitation policy in the residence halls.....	SA	A	N/A	D	SD
	I like having a roommate.....	SA	A	N/A	D	SD
	I learned a lot about the University and its services in the Rap Session(s) with my Resident Assistant (R.A.).....	SA	A	N/A	D	SD
	The dorm cafeteria has good food.....	SA	A	N/A	D	SD
	My Resident Assistant should be more strict about enforcing dorm rules.....	SA	A	N/A	D	SD
	I would like to change roommates.....	SA	A	N/A	D	SD
	I am <u>not</u> pleased with the variety of food offered by the dorm cafeteria.....	SA	A	N/A	D	SD
	My roommate is considerate of me.....	SA	A	N/A	D	SD
	The noise in the dorm bothers me when I am studying.....	SA	A	N/A	D	SD

	STATEMENTS	Strongly Agree	Agree	N/A	Disagree	Strongly Disagree
PERSONAL/SOCIAL	The summer program has a good variety of social activities.....	SA	A	N/A	D	SD
	I miss being with my family and friends.....	SA	A	N/A	D	SD
	I like the social activities at my dorm.....	SA	A	N/A	D	SD
	At times, I have been so homesick that I have thought of transferring to a university closer to home.....	SA	A	N/A	D	SD
	I feel comfortable talking to other Group students about my personal or academic problems.....	SA	A	N/A	D	SD
	I like the social activities included in the Groups Program.....	SA	A	N/A	D	SD
	I feel accepted by other Group students.....	SA	A	N/A	D	SD
	My friends want me to take part in informal social activities instead of studying.....	SA	A	N/A	D	SD
	I have thought about quitting school.....	SA	A	N/A	D	SD
	I have several new friends in the Groups Program.....	SA	A	N/A	D	SD
	Other Group students keep me from doing my best in my courses.....	SA	A	N/A	D	SD
	My parents have continaully encouraged and supported my attending I.U.....	SA	A	N/A	D	SD

DIRECTIONS: For each of the following items please check (√) the response that you believe is most correct. Be sure to respond to each item.

The reason I am at Indiana University is to get:
_____ some college
_____ one year in the Groups Program
_____ two years at I.U. - Bloomington
_____ financial aid to attend college
_____ a four year degree from I.U.

Regular class attendance is:
_____ expected in J courses
_____ required in all courses
_____ preferred in three hour courses
_____ not required in some courses
_____ up to individual's choice
_____ necessary when the instructor requires it

As a Group student I:
_____ must live in university housing as long as I attend I.U.
_____ may move to an apartment if my grades are above 2.50
_____ may move off-campus after one semester
_____ must live in university housing until I am certified by the University Division
_____ must live in university housing for at least one year

The University considers me a Group student until:
_____ my sophomore year
_____ I graduate
_____ I complete 26 credit hours
_____ I certify to an upper division
_____ I decide I don't need their services

Group students:
_____ receive the same services available to any other student
_____ receive extra services not available to other students
_____ receive financial aid
_____ have a free ride
_____ are not expected to meet regular academic requirements

I will be dismissed from the University if my GPA for:
_____ any semester is below 2.00
_____ all semesters is below 2.50
_____ any semester is below 1.00
_____ any semester is below 1.50

As a Group student I:
_____ can take as many hours as I want
_____ may choose to take less than 12 hours
_____ am required to take a specific course load
_____ can take more than my advisor recommends

My financial aid was:
_____ more than I expected
_____ less than I expected
_____ the amount I expected
_____ not enough to cover expenses

To withdraw from I.U., I:
_____ can go home and call the Groups staff
_____ must notify my advisor within two weeks
_____ must inform my instructors
_____ can ask my roommate to withdraw me
_____ must complete formal withdrawal forms

If I do not live up to my contract with the Groups Program, I will:
_____ lose my financial aid
_____ be dismissed from the University
_____ be interviewed by Dean Terry
_____ be dismissed from the Groups Program

To receive full financial aid I must:
_____ take a minimum of two courses a semester
_____ take at least 12 hours a semester
_____ have no requirements as to the number of hours I take
_____ take a minimum of nine hours

Tutors are available:
_____ for all J courses
_____ when I make below a C on any test in any course
_____ for any non-J course
_____ if I feel I am going to fail the final exam in a course

Other than my academic advisor, the best place to seek information/assistance about deciding what career I want to choose is:
_____ Counseling and Psychological Services
_____ Dean Terry's office
_____ the University Division
_____ the Career Center

If I am contacted by any persons with the University about an appointment or meeting, I:
_____ may schedule the appointment at my convenience
_____ must schedule the appointment as soon as possible
_____ must be there at the scheduled time
_____ can cancel the appointment if something comes up
_____ do not have to call if I cannot make it

I will not be on academic probation at the end of a semester if my grade point average (GPA) is above:
_____ 1.00
_____ 1.50
_____ 2.00
_____ 2.50

I can pledge a sorority/fraternity or join a Greek interest group:
_____ if I am not on academic probation
_____ during spring semester
_____ if my GPA is above 2.00
_____ during my second year at I.U.
_____ any time I am rushed
_____ with permission of the Groups staff

THANK YOU!

APPENDIX B

PROGRESS CONFERENCE

Comment/Referral Sheet
(Please attach to survey after interview)

Student _____ **Interviewer** _____

Academic/Career Interest _____

	Serious Problem/ Needs Immediate Attention	Problem/ Needs More Support	Minor Problem/ Student Handling Effectively	No Evidence of Problem In Good Shape
SUPPORT SERVICES	☐	☐	☐	☐
Comments:				
ACADEMIC	☐	☐	☐	☐
Comments:				
RESIDENCE LIFE	☐	☐	☐	☐
Comments:				
PERSONAL/SOCIAL	☐	☐	☐	☐
Comments:				
CONTRACT/ REQUIREMENTS	☐	☐	☐	☐
Comments:				

(Please use other side for general impressions.)

APPENDIX C

Percentage of GROUP '77 Responding to
Each Alternative for the Attitudinal Items

STATEMENTS	STRONGLY AGREE	AGREE	NEUTRAL OR N/A	DISAGREE	STRONGLY DISAGREE
I learned a lot during the Rap Session at Campus Visitation.....	20	57	14	7	2
I needed more time with the people who were at the Groups Area Visitation Program.....	11	27	27	32	3
There was too much information presented during the Groups Area Visitation Program....	4	11	13	57	15
The Groups staff cares about me.....	30	56	16	2	1
I need the courses I was advised to take.....	23	45	11	16	5
The Groups staff should not work with the students beyond the Freshman year.....	2	6	6	35	51
My academic advisor explained the courses I have to take for my major.....	22	41	16	15	7
I feel comfortable to talk with a person on the Groups staff about personal problems.....	16	42	23	16	4
I would like more information about career choices.....	33	48	12	6	7
I like the J-Math courses.....	8	30	47	9	6

STATEMENTS	STRONGLY AGREE	AGREE	NEUTRAL OR N/A	DISAGREE	STRONGLY DISAGREE
I like to use the main library to read or study.....	38	48	9	4	0
The courses I am taking will help me in future courses.....	24	59	7	7	3
I do not have good study habits.....	9	32	13	39	6
I like the J-Political Science course.....	2	6	88	3	2
I am doing my best in my courses.....	23	51	9	16	2
I do not feel confident about using the resources at the main library.....	3	20	11	46	20
I like the J-English courses.....	28	52	14	6	2
I am having trouble in at least one of my courses.....	30	34	8	22	6
I like to read or study at the GRC library...	1	4	84	10	2
Other Group students have helped me with my courses.....	11	53	10	20	6
I like the J-Science course.....	1	1	96	2	0
I feel comfortable talking with my Resident Assistant (R.A.) about any problems.....	42	38	12	7	2
I do not like the present visitation policy in the residence halls.....	10	13	20	45	13
I like having a roommate.....	17	40	14	15	14

STATEMENTS	STRONGLY AGREE	AGREE	NEUTRAL OR N/A	DISAGREE	STRONGLY DISAGREE
I learned a lot about the University and its services in the Rap Session(s) with my Resident Assistant (R.A.).....	22	56	12	8	2
The dorm cafeteria has good food.....	1	14	17	29	39
My Resident Assistant should be more strict about enforcing dorm rules.....	6	8	15	48	24
I would like to change roommates.....	10	9	18	39	25
I am <u>not</u> pleased with the variety of food offered by the dorm cafeteria.....	33	29	14	17	7
My roommate is considerate of me.....	24	50	13	10	4
The noise in the dorm bothers me when I am studying.....	14	18	13	41	14
The summer program has a good variety of social activities.....	26	59	7	7	2
I miss being with my family and friends.....	29	37	15	15	5
I like the social activities included in the Groups Program.....	20	69	7	4	0
I feel accepted by other Group students.....	23	65	9	3	2
My friends want me to take part in informal social activities instead of studying.....	5	18	16	48	14
I have thought about quitting school.....	3	10	7	31	49

STATEMENTS	STRONGLY AGREE	AGREE	NEUTRAL OR N/A	DISAGREE	STRONGLY DISAGREE
I have several new friends in the Groups Program.....	47	48	2	3	1
Other Group students keep me from doing my best in my courses.....	2	4	7	54	32
My parents have continually encouraged and supported my attending I.U.....	50	36	7	5	3